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ABSTRACT

Teachers, counselors, administrators, and university personnel from five States participated in the conference whose purpose was to analyze their changing roles in emerging career education programs. Special emphasis was placed on Virginia's rapidly developing programs of career education. Norman Gysbers spoke on "Critical Issues in Career Education," reviewing key opinions concerning purposes and conceptualizations of career education. Byrl Shoemaker's paper, "Rationale for Career Education," focused on the skill, technological knowledge, educational background, work habits, and attitudes essential to the nation's growth rate, and described a career continuum differentiated by grade level used in Ohio. Deal L. Hummel spoke on "Work and the Changing Attitudes of Students and Parents." Career development, he syas, reinforces positive youth attitudes in helping develop personal identity and self respect. Group discussions were summarized by Tom Hohenshil. "Life Career Development: The Basis for Developmental Guidance," by Norman Gysbers, described the concept of integration of roles, settings, and events over a total life span used for improving and extending comprehensive, developmental guidance programs. The remainder of the proceedings consisted of reports on career education projects in Virginia. The conference program and participants are listed. (MS)

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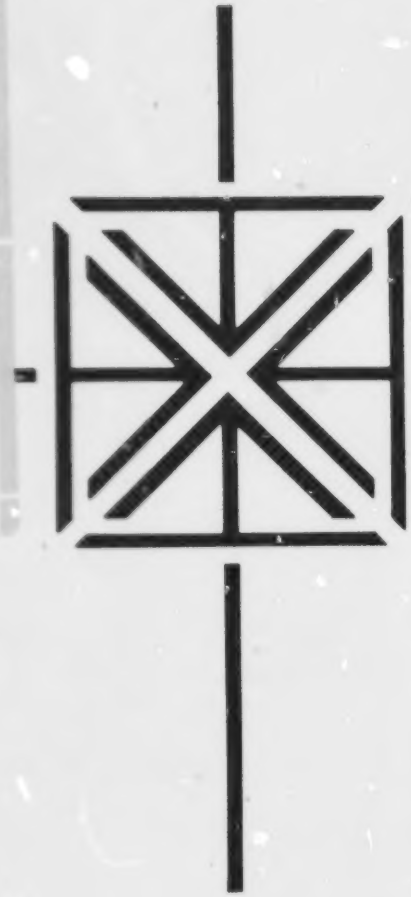

V&TECC CONFERENCE PROCEEDINGS

Vocational and Technical Education Curriculum Center

NEW DIMENSIONS IN CAREER EDUCATION

Second Annual Conference
Career Education and
Career Counseling

May 11 - 12, 1973

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SECOND ANNUAL CONFERENCE ON

CAREER EDUCATION AND CAREER COUNSELING

NEW DIMENSIONS IN CAREER EDUCATION

May 11-12, 1973
Blacksburg, Virginia

Edited by

Thomas H. Hohenshil

The College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

FOREWORD

Approximately one hundred sixty five teachers, counselors, administrators, and university personnel from five states participated in the Second Annual Conference on Career Education and Career Counseling. The general purpose of the conference, conducted May 11-12, 1973, at the Donaldson Brown Center for Continuing Education, Blacksburg, Virginia, was to analyze the changing roles of counselors, teachers, and administrators in emerging career education programs as seen from national, state, and local levels. Special emphasis was placed on the discussion of Virginia's rapidly developing programs of career education.

The program for the conference centered around three primary objectives: (1) presentation and analysis of emerging dimensions of the roles of counselors, teachers, and administrators in career education programs, (2) presentation of local career education programs in the Commonwealth of Virginia, and (3) introduction of various types of learning and counseling experiences which facilitate career development on the part of public school and community college students.

Special appreciation is extended to local career education personnel who took time from their busy schedules to share their experiences with conference participants. Appreciation is extended to the group discussion leaders who conducted and reported the group deliberations. A special thanks is also given to the program planning committee for its assistance in the development of the conference.

Thomas H. Hohenshil,
Conference Coordinator

ACKNOWLEDGEMENTS

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CAREER EDUCATION PRESENTATIONS

CRITICAL ISSUES IN CAREER EDUCATION

Dr. Norman C. Gysbers
Professor of Counselor Education
University of Missouri

Since the term career education was first introduced several years ago by Sidney Marland numerous efforts to conceptualize and implement the concept have occurred at Federal, State and local levels. Federal efforts have included financial assistance to States and local school districts as well as technical assistance through conferences, workshops and research and demonstration projects. Many states have developed career education position statements and/or guides, held conferences and workshops and have supported local school district career education projects financially. Local school districts across the country have formulated and begun the implementation of career education concepts.

The efforts of Federal, State and local educators to conceptualize career education and implement it in the schools are being received with mixed reactions. Some individuals and groups endorse the concept wholeheartedly. Others have taken a wait and see attitude while still others are openly suspicious and hostile. These differences of opinion among individuals and groups are substantial. They result in part from the different perspectives that these individuals and groups have about the nature of man and his social institutions. These differences form the basis for a number of critical issues in career education which must be resolved. This paper presents a brief review of several key differences of opinion concerning purposes and conceptualizations of career education.

A Work Ethic or a Life Ethic?

A major difference of opinion exists among educators concerning the emphasis of career education--economic man or total man. Although there is no official Federal definition of career education, an analysis of Federal publications, research and demonstration project guidelines and statements reveals that career education as it is interpreted by some at this level has as its major focus economic man. Individuals who support this point of view express the need to restore the credibility of the work ethic; to define work as personally meaningful, socially productive and beneficial.

> ...the career education movement seeks to define work as productive effort aimed at producing goods or services that will be beneficial to mankind. The connotations of productive and beneficial are equally important in this definition.
>
> It is a concept that pictures work as a prime means of helping all individuals meet their personal, human

> needs for achievement, for accomplishment. One must feel that he is doing something that is recognized by others as being meaningful to the worker.
>
> It is a concept that recognizes that one person may like his work while another may dislike the work he does; yet neither worker is diminished in the process.
>
> It is a concept that can be expressed in terms of the economic and societal necessity for work, but can be equally well expressed in terms of the psychological necessity for work as a means of enhancing one's self-concept.
>
> As envisioned by career education, work is a wonderful word that carries a host of positive connotations. Unfortunately, the word is not interpreted in such a way by many persons at the present time. A major portion of the initial career education effort must be directed toward changing the concept of work from one that carries negative connotations to one that viewed in a positive manner by the vast majority of people. (Hoyt, 1973, p.4)

Other educators point out that career education must focus on total man; that we must go beyond work and focus on all of the roles, settings, and events of a person's total life. From this perspective, the term career means more than occupation.

> ..."career" is defined as the course by which one develops and lives a responsible and satisfying life. By defining "career" in terms of man's life span, we must include one's roles as learner, producer, citizen, family member, consumer, and social-political being. Throughout a life span, these roles are in a constant state of changing relative importance. At one point, an individual may perceive the role of citizen as his highest priority. At another time, the role of producer may be most important. Although the assignment of permanent preeminence to any one of these roles must be avoided, temporary emphasis on one or another may be justified. (Gordon, 1973, p. 59)

This same theme was repeated by Larry Allen, a 1972 high school graduate of Searcy, Arkansas. When asked to discuss the concept of career education, he stressed the need to focus on learning to live as well as learning to make a living.

> ...I hope that when the time comes to follow a Career Education plan in public schools we don't limit the concept implied by the term "Career Education". In the future, the work careers of Americans will constitute only a portion of our daily lives.... To lead full, useful lives, on the job and off, we must be prepared to develop ourselves into well-rounded individuals. (Allen, 1973, p. 162)

Those who advocate the point of view that career education must focus on total man, not economic man alone do not deny the importance of the role of work in the life of man. On the contrary, they recognize that work is a central activity for most people. But they also understand that work roles and settings cannot be separated from the other roles and settings of a person's total life. And that if work roles and settings are seen from this larger context, the development of economic man can be facilitated. Former Labor Secretary Willard Wirtz made this point clear recently in a speech. He talked about the need to work toward a life ethic in which work has meaning.

> We are going to have to think about not just a "work ethic" but what life is all about. We should look for a "life ethic" that gives work more meaning. In such an environment productivity will have a much different definition today.

Part of Education or All of Education?

Is career education all of education or is it only part of education? Differences of opinion exist. On one side, career education is seen as being part of the total educational process. This perspective is evident in the following definition of career education.

> Career education is preparation for all meaningful and productive activity, at work or at leisure, whether paid or volunteer, as employee or employer, in private business or in the public sector, or in the family. (Hoyt, Evans, Macksin, and Manguson, 1972, p. 2)

For this perspective, career education involves that portion of the educational process which relates to preparation for work. The proponents of this position recommend substantial changes in present educational processes. They point out that much of education is overly abstract and often unrelated to the work, especially the work world. Young people have little knowledge and understanding of the work world and the possibilities it may have for them. There is a need for education that will provide individuals with experiences and training to succeed occupationally whenever they decide to leave the formal educational process. Career education formulated in this way encompasses vocational technical education, but also includes other educational curricula which can and should be related to the work world. In this manner aspects of courses such as English, history, science and mathematics also are included in the career education concept.

The other position that is taken by a number of educators is that career education is education; that education cannot be divided into segments such as career education, health education and asthetic education.

> ...Career Education is properly synonymous in meaning with education. Or to put it differently, all education, in addition to whatever else it may be, should be career education. (McMurrin, 1973, p. 19)

The proponents of this position also recommend the need to make substantial changes in present education processes. In this case, however, changes in all aspects of the educational process are recommended; not only in those aspects that relate to the work world. Those who favor the broad view of career education stress the need to relate all of education to all of the roles, settings and events of a person's total life.

For Some? For All? For What?

There is concern among some educators that career education is a new title for vocational-technical education. This concern is expressed in a number of ways. For example, in the summer 1972 issue of the National Urban League's Education Division Newsletter Epic, which was devoted entirely to career education, section subtitles such as "Career Education: A New Name for an Old Game" and "Career Education in the Midwest: Confused with Vocational Education" were used. In a similar way but from a somewhat different perspective, Nash and Agne (1973, p. 377) express concern about what they feel is an over emphasis in career education on the development of marketable skills at the expense of skills for living a life.

> To counteract the current preoccupation with marketable skills typical of many career programs, educators will have to consider the value of skills which may be probing, questionning, non-instrumental, and confrontative.

Other educators stress the importance of career education for all people at all educational levels from early childhood through the adult years. They feel, however, that some present conceptions must be extended to accomplish this.

> ...focusing on K-12 or even K-14 will inadvertently reinforce the image that Career Education is, after all, the old wine of vocational education in a new bottle...it is imperative to take every precaution to avoid the equation that Career Education equals vocational education. A demonstration that Career Education is for college students would help avoid this. (Spradley, 1973, p. 13)

Directly related to the issue of for whom is career education intended is the issue of the purpose of career education. The lives seem to be drawn most sharply between those who advocate a work world orientation with an emphasis on the development of marketable skills and those who

feel career education should stress the development of "living a life" skills as well as "earning a living" skills. This difference in viewpoint can be seen in the quotations taken from the writings of Hoyt and Nash and Ague. This difference of opinion relates directly to the scope of career education and whether or not career education is part of education or all of education.

A Final Note

These different perspectives concerning the purposes and conceptualizations of career education are deeply engrained in the value systems of the various conceptualizers. The potential that the concept has for vitalizing and refocusing education could be lost if these basic differences are not resolved. For these differences to be resolved it will be necessary to adopt a both/and attitude rather than an either/or attitude. The various perspectives concerning career education need to be brought together in a meaningful way. This, perhaps, is what Marland (1973, p. ix) meant when he said career education will be defined by practitioners.

> It is important to note here that we had declined, and to this date continue to decline, to lay out a concrete Federal definition of Career Education. We have chosen to shun a Federal "approved solution", believing that if the notion has merit, it will be defined within general parameters jointly developed by the teachers, counselors, board of education members, college faculties, superintendents, and deans and the constituencies of parents and students whom we serve.

To bring the various perspectives about career education together to begin to resolve some of the critical issues concerning the purposes and conceptualizations of career education, there is a need to view human growth and development in all of its varied aspects. To respond to the individual and social needs of today and tomorrow, career education cannot be segmented and divided; neither can human growth and development. A number of career education conceptualizers state that career education is based upon career development concepts and principles. Although career development is defined in several ways--sometimes as a component of career education and sometimes as that part of human development dealing with the work world--it is seen as having primarily an occupational focus. If it is defined in this manner, such a view is too narrow. What is needed is a way of describing human growth and development in which "all dimensions of life are focused upon, not as separate entities, but as interrelated parts of the whole person" (Gysbers, Drier and Moore, 1973)

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RESPONSE TO DR. NORMAN GYSBER'S PAPER ON "CRITICAL ISSUES IN CAREER EDUCATION"

Dr. Rufus W. Beamer
Executive Driector
Virginia Advisory Council on Vocational Education

I would first like to extend greetings to members of this conference from the 18 members of the Virginia State Advisory Council on Vocational Education and indicate to you how very pleased the Council is in being able to cooperate with the College of Education at V.P.I. & S.U. in sponsoring this conference on "New Dimensions in Career Education".

I am sure that most of you know that the National and State Advisory Councils on Vocational Education were mandated by the 1968 Vocational Education Amendments; that these Councils became operative in 1969; and that one of the major tasks assigned to these Councils by the U. S. Congress is that of evaluating vocational education programs, services and activities in the states (and Nation, in the case of the National Council) and recommending to the appropriate state agencies such changes as may be warranted by the evaluations. One needs only to make a casual review of the many reports issued by the advisory councils on vocational education since 1969 to realize that the Councils are deeply involved and concerned with guidance and counseling programs, services and activities that are provided by our public school systems, and the career education movement that is taking place across the nation.

So, it is very clear why the Virginia Advisory Council on Vocational Education is happy to be involved in this conference. We attach a great deal of importance to what is going on in these critical areas of education.

Dr. Gysbers has very expertly identified and analyzed for us, this morning, some of the key issues in career education - issues on which individuals and groups hold different opinions. It is not going to be my purpose in the short time that I have on the program to attempt to critique his analysis. I think it was excellent. He has made a substantial contribution to the conference by setting the stage for a very productive dialogue that I hope will help help us move toward concensus on the issues.

I would like to get the dialogue started by taking a position on some of the issues raised by Dr. Gysbers in his presentation. Perhaps this will help us to focus a little more clearly on some of the issues. I also want to say a couple of things about guidance and counseling services as they relate to career education.

1. A Work Ethic or a Life Ethic?

I am one of those educators who believes that the focus (or emphasis) of career education is the world of work - or to put it another way, on economic man. I also believe very strongly that we need to do something in this Country to restore the credibility of the work ethic. I agree with Hoyt's statement that, "A major portion of the initial career education effort must be directed toward changing the concept of work from one that carries negative connotations to one that is viewed in a positive manner by the vast majority of people".[1]

In the Virginia Advisory Council's position paper on career education is this statement: "Career Education not only provides job information and skill development, but also helps students to develop an appropriate work ethic or life ethic."[2] The key concern here is that the student develops positive attitudes about work.

2. Part of Education or All of Education

From my perspective or frame of reference, I do not see career education as being all of education. As interpreted by our Advisory Council: "Career Education is a comprehensive educational program focused on careers, which begins in the kindergarten and continues through the adult years. In the elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school, students may explore specific clusters of occupations through hands-on experiences and field observations, as well as through classroom instruction. In senior high school, students prepare for job entry or for further education. In adult life, citizens have opportunity for continuing occupational growth and achievement. Placement in a job or in further education are options open to all students".[3]

Worthington indicates that the system has five levels:

1. The first level is the level of career awareness from kindergarten through the sixth grade level.

2. The second level is occupational information and career exploration ranging from grades seven to ten.

---

1. Kenneth B. Hoyt, The Future of Career Education. Chicago: Science Research Associates Newsletter, March-April, 1973.

2. Third Annual Report. Virginia Advisory Council on Vocational Education, 1973, p. 3.

3. Ibid.

3. The third level is job placement and specialized career education extending from the tenth through the twelfth or fourteenth years of schooling.

4. The fourth level is specific occupational preparation at the post-secondary level.

5. The fifth and final level is adult and continuing education. It trains or retrains adults who need to upgrade their skills.[1]

3. For Some? For All? For What?

I believe that career development education - that aspect of an individual's life-long growth relating to his vocational possibilities, directions, accomplishments and his economic independence - is needed by everyone. There is much at stake; the future of both the individual and modern society requires the effective use of personal abilities and interests in the world of work.

The schools should provide assistance to every student in his career development because eventually every student must face the problem of occupational choice, skill development, job placement and occupational adjustment in a rapidly shifting job market.

Occupational choice, job placement and occupational adjustment may be delayed for an extended period of time - even into graduate school - but they are inevitable for all, and are not just a problem for those who make them before or immediately following high school graduation.

Now, let me say just a couple of things about guidance and counseling.

1. I believe appropriate guidance and counseling services are crucial to the development of career education programs that I have briefly conceptualized. This conceptualization includes vocational education as a strong component in the career education continuum.

2. The Standards of Quality for Virginia includes an objective which indicates that each child is to acquire skills and knowledge needed for education beyond high school or for employment (a marketable skill). To accomplish this objective, Virginia will need to double its enrollments in marketable skill programs (vocational education). This standard has tremendous implications for guidance and counseling.

---

1. Dr. Robert M. Worthington, "Redirecting Guidance and Counseling: A Top Priority for Career Education", Keynote address at the University of Wisconsin-Stout 21st Annual Guidance Conference, Menomonie, Wisconsin, February 17, 1972.

3. I believe that guidance has a role to play in the first two phases of the career education continuum (awareness and exploration), but I believe strongly that the priority for guidance resources must be at the level where occupational choices are made - where students select areas of specialization. In Virginia, this means the senior high schools and the community colleges.

4. I believe that counselors must have a good knowledge of the world of work if they are to be effective in helping students make occupational choices. The counselor should know about personnel policies that are typical in all industries, collective bargaining agreements, what it means to work in a union environment, working conditions typical of various types of work, and benefits in general. I am inclined to believe that supervised work experience with industry should be required of vocational counselors.

5. I believe the field of guidance has reached the point where some specialization is warranted. Perhaps the way the medical profession is organized might suggest a model worth considering. One can go only so far in being a generalist. On can also go only so far in dealing with the whole person.

6. The guidance profession must learn how to use teachers effectively and to work with them. Of course, there is the other side of this coin.

Finally, let me say that I think a top priority for career education is the development of quality guidance and counseling programs.

In closing, and in looking at the task ahead, I am reminded of this story. A preacher was riding down a country road in Southwest Virginia. He saw a farmer working very hard to clear a field of stumps, logs, huge rocks and various types of debris. This poor farmer was working very hard, and he was doing a good job. The preacher stopped, got out of his car, and went up to the farmer and said, "John, it sure is good to see you and the Lord putting this field back to good use". And John said, "Thank you, preacher, but you should have seen it when the Lord had it alone".

The moral of this story is that we must all work together.

RATIONALE FOR CAREER EDUCATION

Dr. Byrl Shoemaker
Director
Ohio Division of Vocational Education

Since the turn of the century the quantity and speed of change has continued to increase. As we approach the three quarter mark of the century, the pace is both frantic and frightening. Such change has caused or made possible, depending upon how you look at it, the great social and economic concerns that we face today. Such massive changes have been extremely difficult for the public education system of our nation. This system, based on an 1850 concept of education, has not only failed to adjust to such social and economic changes, but it hasn't even suspected the amount of change necessary if it is to remain a viable institution in a technological age.

One definition for education is that it must perpetuate and improve the society in which it exists. Our system of education is in danger of being unable to achieve either of these goals. Terms such as accountability, evaluation, educational redesign are rampant as the schools attempt to communicate with both the public and the legislators responsible to the public. These terms are frightening to educators as they attempt to meet the crisis by repackaging the same old stuff in different modules of time or presented with the Madison Avenue approach through audio-visual media.

We seem to note growth of a new dirty word in the world. The fact that it is a new dirty word strikes fear instead of disgust into the hearts of most of us. This new dirty word is the American "dollar". Daily it becomes worth less and less. $60 billion of these dollars are floating around overseas with no place to light and lurking as a continual threat to our economy and our viable position in the world.

It is likely the PL 90-576, the Vocational Education Amendments of 1968, is the most significant piece of educational legislation that has been passed since the Land Grant Act. This piece of legislation, based upon categorical aid and growing out of a National Council for Vocational Education study, pointed up the concerns of people for changes in education which reflected not only changes needed in vocational education, but concerns for all education. Within these Amendments, we saw a thrust to insure that service would be provided for disadvantaged youth; for handicapped youth; for inner-city families; for consumers; for adults; for those enrolled in high school and post-high school vocational or technical education; for redirection of teacher education program efforts and for a broad expansion of vocational and technical education services so that all youth and all adults could have an opportunity to a vocational or technical education of high quality. These Amendments grew out of

understanding that for every 100 young people who start elementary school, seventy-five will complete high school and fifteen will graduate from college. The fact that eighty-five percent of the young people will earn their living without a collegiate degree, combined with the fact that by 1975 only five percent of the jobs will be available for unskilled work, should strike a note of fear in youth and adults, business and industry, labor and management and educators, and the general public.

As we look at the future of our nation, it rests upon our ability to produce at a level which can compete for dollars not only within our country, but compete for the foreign dollars necessary for us to purchase the goods and services that we must have from other countries if we are to be viable. Our ability to compete relates both to the skills and technical knowledge of our people and to the willingness of those people to use those skills efficiently and effectively in such a way as to be able to compete with goods and services produced in other countries.

I want to relate to you a sad story...sad, but true. The story was reported in Industry Week and is as follows:

> "We used to make I-Beam truck axles in our Cleveland plant. As wages and materials prices rose, we were priced out of the market", says Charles H. Smith, Jr., president of Litco Industries. "Recently we learned our former customer was planning to buy axles in Japan or Spain. We decided we would try to get the business for our plant in Brazil.
>
> Today we are making those axles there for delivery to the U.S. We found that we could buy the steel in Japan, ship it 12,000 miles to Brazil, unload and haul it 100 miles inland to our plant, produce the axles packed for export, ship them 6,000 miles to the U.S., pay 10 percent duty, plus 10 percent import charges since August 15, pay inland freight in the U.S. and deliver them to the customer more cheaply than we could make them in Cleveland five miles from our steel source".

This story indicates that jobs formerly performed by Americans were exported to Brazil and Japan, and foreign-flag shipping companies hauled the materials between the various countries. These jobs are lost to our city of Cleveland... to our country. Dollars flow to Japan and Brazil, but what can we sell them in return that isn't being made better and cheaper in some other country?

Superior output per man hour has always been the edge that the U.S. has held in relationship to other nations. This increased productivity per worker hour enabled us to have a higher standard of living because we truly represented an increased productivity as well as an increase in dollars per hour worked. In one generation we have gone from first to dead-last in growth rate output per man hour. Number 1 is Japan; number 2 is West Germany; number 20 is the United States of America.

An article in Newsweek, raising the question, "Can the U. S. compete?" carried this information:

> "The Japanese official was politely regretful. 'Raw materials, yes, he told the New York businessman. We would very much be interested in buying more raw materials, but American manufactured products--well, if only the quality were more dependable'.
>
> The British journalist snorted, 'When did you last see a "made in American" sign?' he said. Refrigerators, washing machines, freezers--the Italians have taken over."

In summing up the position of America, the Newsweek article had this to say:

> "In assessing America's faltering competitive stance in the world, one disturbing conclusion stands out--a prime reason for the U.S. troubles is that all too-many American workers, particularly young ones, who are supposed to be bubbling with energy and ambition, no longer give a damn. Whether they are overworked or underprivileged, pampered or oppressed, dehumanized by the demands of their jobs, or just plain bored, whatever the reason, the evidence is strong that the traditional work ethic of the U.S. is showing signs of senility."

In traveling throughout the country I have asked, "What is it that we produce that we can sell to the rest of the world and which some other country is not making more cheaply and better?" Today only one item has been called to my attention...that is our agricultural produce. The farmers are the most productive in the world and can compete on the world market with the farmers in other nations.

The answers to problems do not rest in our machines. We can produce the finest machines in the world. Studies of productivity indicate that the matter of real growth in output perman hour is only 15 percent machines and 85 percent people. The skill, the technological knowledge, educational background, the work habits, the attitudes, all of these other factors make up 85 percent of the growth rate in output per man hour.

This means that people represent the real hidden resource of our nation. In spite of mechanization and technological developments, the person still represents the major facet in our productivity, particularly as we realize that more than 50 percent of our people are now employed in service occupations, rather than in agriculture or in manufacturing processes. People represent the job of education and the purposes of education must today go beyond the responsibility for teaching the three R's and for teaching the antiquated "four solid subjects" for entrance into college when the teaching of the "four solid subjects" hasn't even proven to be the best way to go to college.

In Ohio we have been attempting to develop a career continuum as a thrust in education to (1) lead youth to a point of career choice; (2) provide at the high school level a means of preparation for work or further education; (3) provide a continuing education program throughout adult life for either technical education, collegiate education, upgrading in their existing work or retraining for new occupations. This continuum starts in kindergarten. In Grades K through 6 we suggest that it be identified as a career motivation program. Within these grades we have two simple goals: (1) to motivate all youth to respect all work; (2) to motivate all youth to want to do something. We do not propose that we ask them if they want to be a doctor, lawyer, merchant, chief, welder, auto mechanic, stenographer or what. Our goal is to encoourage them to accept all work as socially significant, economically necessary and the way that they maintain themselves and society.

At the seventh and eighth grade levels, we propose a career orientation program in which then we provide all youth with an opportunity to learn about the professional, technical, skilled, and semi-skilled occupations available in our economy. They are encouraged to consider options open in terms of jobs available, what it takes to reach towards these jobs and to begin an analysis of what they personally have to offer. At this level we still do not ask, "What do you want to be?" The goal at this level is to broaden their horizons, not narrow their horizons. We ask for two periods a day for two years, utilizing existing teachers in order to assure that all youth will have an opportunity to understand the options that will be open to him.

At Grades 9 and 10 we propose a career exploration program in which we are concerned that every boy and every girl has an opportunity to explore career choices of interest to them. We ask that an average of no less than two periods a day for one year be provided in order to give the young person time to explore either within the school or outside of the school through visitations to and experiences in community units of business, industry, public institutions, private institutions or what-have-you. We do not believe that an adequate program of exploration can be mounted within the four walls of the school. We do not believe that young people can make adequate choices by reading about occupations any more than you can learn to swim by reading about it. We do not deny the importance of occupational information as one imput into a career development program, but we do deny that such occupational information stacked from the floor to the ceiling is an adequate delivery system for a career development continuum.

We propose then, at age 16, whether the young person is in the 11th grade or happens to be in the 9th grade, that they have an opportunity to either prepare for employment upon graduation through a vocational program or to prepare adequately for entrance into a professional training program at the collegiate level through a differentiated and reorganized pre-professional curriculum.

We suggest that the vocational program, to be worthy of its place in this continuum, must be a broad program into which any boy or girl who wants to enroll can find a place. We propose that the program must sponsor a concept of zero rejects, zero dropouts, and 100 percent placement. It must contain opportunities for the less able to the more able students. It must serve youth and adults. It must be in tune with the needs of the people and the needs of business and industry.

Beyond high school we propose that there be strong professional programs through our colleges, strong technical training programs through our technical institutes and other patterns of organization, and a continuing program for adults throughout their lifetime for upgrading themselves in their present jobs or for retraining themselves for new occupations.

In Ohio during the current year we have 123,000 youth enrolled in the career motivation, orientation and exploration programs in Grades K-10. We provide $20 a head at the elementary school level, not to pay the teachers, but to provide for those teachers the travel, materials and extra services that they need in order to implement the career motivation program. At the seventh and eighth grade levels we provide $25 a head for similar services and $30 at the ninth and tenth grade levels.

This year we have 225,000 youth enrolled in vocational programs age 16 and above and through such programs we are serving 28 percent of the youth age 16 years of age and over in job training programs. Our minimum goal in Ohio is to be serving no less than 40 percent by September, 1974. Also several of our vocational education centers in Ohio are working to devise new curricula for the pre-professional area on a two-year basis. These curricula are being developed in the broad areas of engineering and science, health, social sciences and business. It is planned that such curricula will take three-fourths of the student's day, leaving one-fourth for the common learning areas of English and social studies.

Within our state we have attempted to broaden vocational programming to include programs which would meet the broader interests of the larger numbers enrolling and the broader opportunities opening in business and industry. At the same time we have attempted to provide special type of programming, recognizing the problems of the dropout-prone youth at the ages of 14 and 15, and the problem of the unable or unwilling student ages 16 to 18, who needs the support of job training in order to motivate them to participate adequately in a vocational education program or any educational program. We recognize the problem of dropout-prone girls in the inner-city section of our major cities at the seventh and eighth grade levels and have initiated an "Impact" program to be of service to them. We recognize that if there are to be solutions to our social and economic problems these solutions must start in the home with improved stimulation of children before the age of 2. Research indicates that the school does not change children---it only improves the product that comes to us from the home.

We understand that the career education thrust is not the only thrust that should be included in education. We can see a place for a cultural thrust, for a citizenship thrust, for a home and family living consumer

and health thrust. We suggest that the career continuum is a basic thrust in the educational program if we are to survive and prosper as individuals, if we are to make our contribution to the society in which we live, and if our nation as a whole is going to maintain a competitive position in the world.

I know of no way in which we can "get more and produce less" unless you mean by "more" more paper run on printing presses which run faster and faster and which buys less and less. The price of freedom is eternal vigilance and a willingness to work for that freedom. The competition for freedom through our productive effort may in the long run be just as important as the competition for freedom on the battlefields of the world. Basic to good citizenship is the ability to "pay your way" through work. "Pay-check" education must be an integral and important part of our public education system.

RESPONSE TO DR. SHOEMAKER

Mr. Clarence L. Kent
State Supervisor
Guidance & Testing

Thank you, Dean, for those kind words. We have just heard Dr. Byrl Shoemaker, the top man in his area of work in Vocational Education, and he has just given us a very dynamic speech.

In the State Department there are three priorities: quality education, quality education, and quality education. And that is where we stand in the State as a whole. Fortunately for us, the "powers that be" see career education as a very important part of quality education. We are not going to throw away the concept of quality education and replace it with something we call career education. Quality education does give us a wonderful opportunity to weave into the five-year educational plans, that the principal of each school and the superintendent of each school division have to make, specific plans for the developmental improvement of our guidance services with special emphasis on career education. I hope that all of you here who are guidance counselors will keep that in mind; and when your five-year plan is being considered, either for an individual school or a school division, I hope that you will see that career education plans are projected for the next five years into the quality five-year program.

I think if we approach guidance from the standpoint of meeting manpower needs alone, as has been suggested, we are bordering on regimentation. It is my personal feeling, and that of most counselors I know, that our emphasis should be on self-fulfilment and the life ethic style rather than on meeting manpower needs. Of course, we need to have a compromise between these two. To help a person become qualified for a job that does not exist is unrealistic; but if we are developing people only to meet manpower needs, then we are bordering on regimentation and not doing the guidance job as we see it.

Dr. Shoemaker states that, "One purpose of education is to perpetuate and improve society". I will hasten to add that, from the guidance standpoint, we feel that one of the main purposes of education is to provide the opportunity for each pupil to become all that he is capable of becoming. Now, there is really no conflict between these two; but I do think there is a slight difference in emphasis and we have to attain a balance between the two.

We often hear vocational education people talk about putting this child into this class, guiding him into this, and placing her or placing him. We don't accept this point of view. I guess I am beginning to sound like a broken record, but I want to reiterate that each boy or girl and his parents have to decide what the youngster wants to do. Guidance

counselors don't put students anywhere; we don't place them anywhere; we don't guide them anywhere. Now, I hope that we can get this point over to everybody if we don't do anything else these two days. For example, Dr. Beamer, If we told your son that he couldn't take a college preparatory course, that he had to go into auto mechanics, you would think that we were the worst bunch of people in the world. What I am saying is that when vocational educators look at guidance, they should realize that we don't recruit for anybody. We don't guide, put, or place. We try to help boys and girls understand themselves. We try to help them understand their opportunities. We try to help them reason with their parents as to what they (the boys and girls) want to do with their lives. It is their lives, not ours. It is up to them to make their decisions. Our making decisions for them will not work; but if each makes his own decision and we confirm the fact that it looks reasonable, then it does have a chance of working.

So, my plea to the vocational educators is that when you think about guidance, you should be as objective about guiding a child as a parent should be. Think of your own children. Don't think of recruiting and getting as many people as possible into your program, but think whether or not this boy wants to be this or wants to be that and if he has the capabilities of becoming what he wants to become. This is the approach that guidance people take, and this is the point that we have difficulty getting over to some educators.

I would like to say that I agree with at least 95% of what Dr. Shoemaker said, and I am not going to spend much time on the 95%; but I am going to spend a little more time on the 5% with which I don't entirely agree. I want to take exception to what Dr. Shoemaker said about college. He said that only 15% of the poeple get a college degree and these are about all that are needed to do the work that requires a college diploma. I heard a much stronger statement than that at the VPGA Conference. We had one speaker down there who said that every American expected each child to get a college degree, and only 16% of them did; therefore he said, we had 84% failure in our school system. Now I think it is pretty bad when either vocational educators or anybody else distorts the fact to the extent of saying that 84% of the people fail just because only 16% get college degrees. I would also say that some boys and girls can benefit very much by having 1, 2, or 3 years of college even though they don't get a degree.

Some employers are not as interested in the vocational skills or knowledge that a boy or girl gets in high school as they are in the attitudes and work habits which those boys and girls acquire. There are some employers who say if you give us a boy or girl with a good attitude, good health, good personality, and good work habits, we can teach them the skills that they need. So I don't think that we ought to say that every boy and girl who doesn't take a vocational course is ipso facto not given an education.

One other point that I would like to make is that if a child knew which college he wanted to enter, it would be very possible for him to complete the necessary requirements for admission to that particular college and still take some vocational courses. If, however, he doesn't know which

college he wants to go to, then he automatically has to take the college preparatory program so that he will meet the entrance requirements of any college. This is where we get into the rigidity of the college preparatory program. Dr. Shoemaker said that the old eight-year study done about 20 years ago, showed it didn't make much difference which courses a child took in high school but what really mattered was whether he had the potentiality and the work habits necessary to do college work. We agree that the college people should use this as the basis of their admissions policies. Fortunately, we do have community colleges with their open admissions policies which are taking care of this to some extent.

Approximately six years ago, the Governor's Office complained to Dr. Wilkerson that Virginia was down to about the 46th position in the number of boys and girls in the age bracket of 18-22 who went to college. They said that guidance counselors were not doing their job. Finally, we convinced them that it wasn't the question of the guidance counselors not doing their job, in fact, many of the students who were trying to get into college at that time couldn't get in; the real problem was the lack of opportunity and not the lack of counseling by guidance counselors. It was then that the State started putting the emphasis on developing community colleges. We pointed out, at that time, that as fast as the community colleges were erected, they had more requests for admissions than they could handle.

The same thing is true, to a certain extent, concerning vocational educational opportunities. Ten or 15 years ago the guidance counselors in many schools could have told you, and did tell you, that what many of these boys and girls really needed was some type of vocational education; but it wasn't available. Now, thank goodness, these opportunities are greatly expanded, and there are area vocational schools in every section of the State where the population is so sparse that the school division cannot afford to have a comprehensive high school. So, I think that we have come a long way on this.

I also think we have come a long way on cooperation between the guidance counselors and vocational educators. Dr. Beamer knows that for six years we have had summer conferences and workshops for guidance counselors and vocational educators. He has participated in each of these. I think that we have bridged the gap in Virginia between guidance counselors and vocational educators about as well as any of the States.

Generally speaking, the feelings between the vocational educators and the guidance people are very good. However, we need to improve our communications. We certainly believe that career education should start in the Kindergarten or first grade. In K - 6 we ought to develop an awareness of the 20,000 different ways people make a living, and we ought to develop good attitudes toward all types of work. I would disagree a little with Dr. Shoemaker on his program for the middle schools. We want to do a little more exploratory work and a little more deciding. We feel that in the 8th grade a boy and girl should make a tentative choice. Now this is not a commitment for life, but a tentative choice; and it can

be either a specific occupation or it can be one of these 15 clusters which Dr. Shoemaker mentioned. Each year the guidance counselor should review that choice with the student to see if any changes in interest, aptitudes, or experiences have taken place. We want the pupil to have a personal goal. As Dr. Wendel Yeo told VPGA on one occasion, the worst mistake we are making in education is that we are trying to have boys and girls live up to parent-made or teacher-made goals instead of taking a little longer to help them establish their own personal goals. We believe that this is a basic responsibility of the guidance counselor.

I am really pleased to see this emphasis on career education because when the guidance movement first started back in 1908 with Frank Parsons, the whole thrust of it was the vocational aspect of guidance. We got away from this and said more people lose their jobs or fail to get employment because of personal reasons rather than lack of skill or knowledge. Then we got into sensitivity training and into miniature psychiatric couches, we moved entirely too far away from our basic concern of helping boys and girls decide what they want to become.

Career Education is really not a new idea. We look at it as an idea whose time has come. It is essential that all teachers participate in it. We have for 20 years encouraged teachers to teach the vocational implications of their subject matter. Career education should help pupils to get a wider understanding of the world of work so that when they come to their senior year they don't have to say, "Oh, gracious, what am I supposed to do now?" Career choice is a developmental process; it is not an event that takes place at a particular time, but there are points at which a person does have to make decisions whether he is ready or not.

In conclusion, I would say that we strongly support the concept of career education from kindergarten through adulthood. We agree with Dr. Shoemaker that it will require the combined efforts of vocational educators, guidance counselors, students, parents, teachers, administrators, and the community at large to develop an effective program of career education.

WORK AND THE CHANGING ATTITUDES OF STUDENTS AND PARENTS

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Uniques of America's Schools

Rural, urban, and suburban schools, each in their own way - all are unique in America's system of mass education. Many rural areas appear to have become America's "forgotten land" (Schrag 1968). Small villages frequently appear ghost-like with gas stations closed down, store fronts boarded up, doctors' and attorneys' offices closed until antique sales are held to dispose of old articles nostalgic to buyers' appetites for the good old days, and with distance between the main stream of the modern world of work and growing up becoming even greater. While modern travel and the media are prevalent, and new schools dot the country-side, the distances between the developing self of children and the environment of the complex world of work grow increasingly wider. It frequently seems that the space between is lost - as though a 1973 expressway has tied its ribbon of concrete around a large human resource package only to be cracked open when isolated rural youth leave the country-side to find a means of self-support through work. Self and environment and the world of work are in different back yards, necessitating education and training to bridge the fences separating them. Career development, appropriately planned and implemented by schools, becomes part of the answer for leading to education and training, up-to-date economics, employability, and for decision making processes unique to developing youth. It becomes the vital foundation for a coordinated effort in vocational counseling and preparation for living a productive life.

Urban and suburban schools share many of the same characteristics, differing only in location, crowded conditions, frustrations about the present and future, and the ever present quest to find meaningfulness in learning, in living, and in work. For the schools as America's primary social institution (Hummel and Bonham 1968), education must provide the potential for the return to a "sound approach to vocational guidance" for all boys and girls. Vocational counseling can reinforce the "newly discovered need" for vocational guidance by Wrenn (1963) when he posed the question, "What has happened to vocational counseling in our schools?" Will we utilize career development practices in effectively recognizing "the other fifty percent?" (Super 1964). Can we engage in a renewal of a system of vocational counseling and career education resulting in meaningful learning experiences for all boys and girls? Do we provide meaningful and vital alternatives through quality vocational education curricula?

Why Do People Work?

Since the time Parsons advanced his theory, strategies on helping people make vocational choices have been based on some common understanding of work. However, the term has different meanings and interpretations as indicated by the thirty-seven different listings in The American Heritage Dictionary of the English Language (1970). Today, an understanding of why people work may be vital to a teacher's and counselor's understanding of the student's motivation to choose a particular curriculum to follow. A review of some of the authors concerned with work and career development indicate a variety of answers to the question, "Why do people work?"

Super (1957), in his book The Psychology of Careers lists three major needs for which a person seeks satisfaction in work: (1) the need for human relations - to be recognized as a person, to be independent, autonomous, and for status or prestige; (2) the need for activity - a means of self-expression, to use skill and knowledge, to express interest, and to express personal adequacy; (3) the need for a livelihood - to provide a standard of living, security, and satisfaction.

Levenstein (1962), in Why People Work postulates that work links people to society, to other individuals, and provides a means of self-development, growth, and fulfillment.

Significant reasons for working as given by Taylor (1956) in Occupational Sociology are for money, security, status, working conditions, intrinsic values, and as an activity.

In Work and Its Discontents, Ball (1956) states that people no longer work because they are hungry, but because "...now a standard of living has become a built-in automatic drive". Work is a means of "... confronting the absurdity of existence and beyond".

Kaplan (1960), in Leisure in America: A Social Inquiry, describes the reasons for working: "In work, man has gone much further than mere sustenance; in it he has found the core of his life".

Silberman (1966), in The Myth of Automation, describes why people work in terms of loss of work through unemployment or retirement. "It is even harder if a person is unemployed, for unemployment can make the most secure person feel useless and unwanted". Some people do not know what to do with themselves when they retire or are out of work.

In his study, "Vocation: A Religious Search for Meaning", McDaniels (1965) adds another dimension as to why people work in identifying the religious significance of work as a calling, a total life purpose, a vocation.

Green (1968), in Work, Leisure, and the American Schools, states, "We have learned to view work as the way in which a man defines for himself who he is and what he shall do with his life". The motive and incentive for "doing one's work well" has been the work ethic in which dignity, worth, and properness were attributed to work.

Clearly, the answers to the question, "Why do people work?" are complex and they are significant as human values which are not singular but pluralistic; so that the reason for working is inevitably related to the meaning of work to the individual. In schools and colleges the meanings will be as varied as the diversity of the student body; however, for the individual, the meaning of work may be any one or a combination of those cited above. In any case, the developing student must, in the process of understanding self in relation to the world of work, come to grips with the reason or reasons why he plans to work.

What is a Parent and How are Their Attitudes

Parents are people - designated by either "Mother" or "Father". They come in all sizes, shapes, colors, and may be found in varying age brackets - although most are thirty-nine and/or under at least until their children grow into adolescence. Parents are the conceivers of wrinkly, red, little things called babies for whom they generally provide home, food, care, and a great deal of love. Sometimes they can be found to be understanding, accepting, and almost human. At other times they are irritable, rejecting, practically impossible. As their offspring approach school entrance age, they release them to the charge of teachers, principals, bus drivers, and counselors. They send them on to school each day with a sigh of relief for a few hours of freedom, only to experience a longing for their return at the end of the school day. It is probably safe to categorize most parents of the last half century in this way.

To generalize any further about parents of yesteryear and now would be pure folly, for we see change all about us. A reminiscing glimpse at the events which shaped our thirty-nine year old parent may help us identify the bold print changes in parental attitudes in general and specifically about work. The thirty-nine year old, give or take a few years, was introduced to the world in the throws of the "Great Depression". The work ethic was so powerful that he would jump at almost any job--just to be respected as a worker and as a person. Some jumped off high buildings for lack of work. Others hung their heads as they trudged in the direction of a soup line. Being poor was a common condition, not a defined level. Poverty was a word not common to every day vocabulary.

Almost everyone believed in partiotism, and flags and uniforms were respected and honored. Almost all believed that God was alive, that He cared deeply for mankind. Toil and hard work were man's reasons for being created. Few would have questioned the ancient Judeo-Christian work ethic. For most, God was white, pro-American, male, and He rewarded hard work.

And, almost everyone was for motherhood - abortion and the burden of children in a family didn't enter the thoughts of most. And those were good times, in spite of daily impending calamity - the homemade ice cream, the romantic sound of a steam engine pulling a train in the distance, the clip-clop of a loose-reined horse hurrying a buggy toward home, and the popular music - so solid - so smooth. Remember "Flat Foot Flogies With a Floy Floy", "Three Ittie Bittie Fishes in an Ittie Bittie Pool", and "My Dear Bistdu Shoen". Those thirty-nine year olds believed that with hard work any boy could become president--well, almost any.

Through adolescence, our thirty-nine year old wasn't introduced to a computer and cybernetics hadn't been invented. He probably had not seen a jet aircraft and "going like 60" meant just about as fast as a "machine" would go. He had never seen television or a blackman playing big league baseball. He had never viewed sexual intercourse or nudity at the local movie house. He had never heard of marijuana, polio was a dreaded disease, and the moon was a romantic, but unreachable dream. Pollution was good country smell and the sky was really blue. The woman's place was in the home and work was something every able-bodied man did.

Parental attitudes were of these things, but changes in them were in the making. Although most adults still support the work ethic, and job satisfaction is held by the majority according to a number of studies and polls, a recent study showed only 43% of a cross-section of white collar workers and 24% of blue collar workers would choose the same kind of work if given another chance (report of a Special Task Force to the Secretary of Health, Education, and Welfare, 1973). Most of the adult parents want for their children the chance they believe they didn't have.

Changing Youth Attitudes

Generalities are usually suspect, but for all the reasons one can conjure up, Paul Nash, in a Fall/Winter 1970 issue of the Boston University Journal, describes youth attitudes changing from (1) puritanism to enjoyment, (2) self-righteousness to openness, (3) violence to creativity, (4) politeness to honesty, (5) bureaucratic efficiency to human relations, (6) objective truth to personal knowledge, (7) ideology to existential decision-making and actions, (8) authority to participation, and from tradition to change.

Does all this mean youth attitudes are eroding the work ethic? Does it mean that youths attack our reminiscing attitude in an attempt to destroy the work ethic? On the contrary, a recent study reported in Time magazine supports most other findings that a majority of youth prefer work to unemployment, that personal identity can be found in meaningful work. They are all aware, as Liebow's Tally's Comer (Wrenn, 1973) shows, that to be denied work is to be denied far more than the things that paid work buys; it means being denied the ability to define and respect one's self. This could be a major reason why 80 million persons will be at work in America in 1980, most of whom will be from among today's youth and young adults.

Reinforcing Positive Youth Attitudes Through Career Development

Career development is something that happens to people - by choice or by chance. What one does is an expression of what he is. How well he does what he does, is the measure of what he becomes. How well he likes what he does becomes the expression of his happiness. These are some of the fundamental concepts to which educators of America's schools are addressing themselves these days.

Career education has become a new major thrust in the modern quality schools of America. The several major purposes of career education are to introduce the world of work; to develop healthy attitudes and respect for people who work; to understand the importance of basic learning skills taught in schools; and, to prepare students to choose wisely. Ultimately, the goal is to help every boy and girls to prepare for and enter into the world of work or into a next step in education beyond the high school.

Working together, educators must organize materials and learning activities supporting career education through all curricula. Community resources from institutions, government, business, and industry will be used to supplement the study in the classroom. Career education restructures basic school subjects around the themes of personal and career development. It is designed to assure all students the opportunity to graduate from high school with a salable job skill or be prepared for further education. It is not a replacement for the important learnings in academic, college preparatory, or vocational-technical education. Career education is designed to support these learnings - to make them more meaningful - the fundamental concept of career education is that all learning experiences must be geared to a personal-developmental-preparation for economic independence, and an appreciation for the dignity of work. The superordinate goal of career education is that every student will leave the school system with an entry-level job skill or the capability of continuing his education in an institution which is technically or academically oriented (Hummel 1973). What greater effort could we make to reinforce positive youth attitudes and to help them develop a personal identity, and a personal sense of self respect?

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CAREER EDUCATION:
A SUMMARY OF GROUP DISCUSSIONS

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The small discussion groups were designed to provide participants with an opportunity to interact regarding issues evolving from the previous four presentations. Each group included teachers, counselors, administrators, State Department of Education personnel, and University personnel. A list of four proposed discussion topics was provided to the discussion leaders in each group. The following summary of the group discussion revolves around these topics.

Level of Interest in Career Education

The level of interest in career education was considered very high in all groups. Most of the schools represented were either initiating or were seriously considering the initiation of career education programs. Those schools which were not presently involved in the implementation of career education programs indicated they would do so if provided the necessary financial support, knowledge, and leadership. The highest level of interest appeared to be at the elementary level, while it seemed somewhat lower at the high school and community college levels.

Problems in Implementation:

There were a number of concerns expressed regarding the possible widespread implementation of career education programs in the Commonwealth of Virginia. A concern expressed by each discussion group was the lack of financial support and its narrow base considering most funds are provided through the Vocational Education Act of 1968. If career education programs are to be expanded, participants felt the financial base will have to be broadened both in terms of education programming as well as the amount of funding.

State and local leadership and commitment were seen as a concern by each group. Many individuals indicated they were floundering in their efforts to initiate programs due to, what they felt was, a lack or fragmentation of leadership at both state and local levels. For example, who should provide or is providing leadership at the state level -- instructional areas, guidance, vocational education, administration? Many persons asked the question: "Whom do I call on for help when initiating or considering the initiation of a career education program in my school?"

A third major problem revolved around the topic of both in-service and pre-service preparation of teachers, counselors, and administrators in career education. The question of who should provide or who has the necessary knowledge and skills to provide in-service education for the staff of a school system considering the implementation of career education arose frequently. In addition, almost all participants felt that training in career education should be available in teacher training programs so that school systems won't have to re-train new staff members.

A fourth major problem expressed by the discussion groups concerned the meaning of the term "career education." At the local, state, and national levels there is a considerable amount of misunderstanding among persons attempting to differentiate the following terms: career education, vocational education, career development, occupational education, etc. Clarification at the state and national levels would help considerably in this area -- such as a state and/or national model or plan for career education.

Role of Universities and State Department of Education

When considering the role of universities and the State Department of Education envisioned by the participants, leadership was the most frequently mentioned. This included leadership not only in developing viable models for career education programs, but also in the areas of in-service and pre-service education of teachers, counselors, and administrators, and the development and revision of appropriate curricular materials. There were several suggestions that teams composed of personnel from the State Department of Education, universities, and local career education programs be formed to provide consultative assistance to systems considering the initiation of programs. It was also suggested that a university and/or the State Department of Education create a clearinghouse for information regarding career education.

Future of Career Education in Virginia

Participant views of the future of career education in the Commonwealth of Virginia varied widely from: It's the coming thing and has a great future;" to "It may be a flash in the pan fad and will be phased out in two or three years, if not before." The general concensus appeared to be that career education has a promising future in Virginia, if universities and the State Department of Education will continue to assume and expand the leadership roles expected of them, if the financial base for career education is broadened, if some well developed career education models and curriculum materials are developed, and if universities, the State Department of Education and local career education personnel provide consultative assistance for the in-service and pre-service training in career education not only for educational personnel in training, but also for school personnel in systems initiating programs in the future.

LIFE CAREER DEVELOPMENT: THE BASIS FOR DEVELOPMENTAL GUIDANCE

Dr. Norman C. Gysbers
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Guidance has been viewed traditionally as a collection of related services. Orientation, assessment, counseling, information, placement and follow-up are terms used frequently to describe these services. Guidance also has been described as consisting of three aspects--educational, personal-social and vocational. To meet current and future individual and societal needs these views no longer seem adequate. Today as never before we need a professional focus that will improve and extend guidance to better meet the needs of our consumers.

The need to improve and extend guidance programs has been a frequent topic of late. In recent years guidance programs and personnel have been alternately supported and criticized. Current Federal legislation on education and manpower emphasize and support the importance of guidance. At the same time, however, the goals and activities of many guidance programs and the practitioners involved are being criticized for not adequately meeting the expectations of various consumer groups. The transmittal letter of the 6th Report of the National Advisory Council on Vocational Education illustrates such criticism in its conclusion "that the general quality of counseling and guidance services today is greatly in need of improvement".

Numerous individuals and groups responding to the need to improve and extend guidance suggest ways that this could be done. Some suggest that guidance services can be improved simply by providing information to individuals and then assisting them in making realistic judgements about occupations.

> Consideration was given at various seminar sessions to improving counseling and guidance services by (i) providing information to individuals on careers, the type of particular jobs and career ladders available in specific career areas and the demand for workers in these areas; and (ii) assisting individuals in making realistic judgements about the career areas which best correspond to their interests and capabilities. (The Manpower Institute, 1973, p. 15.)

Unfortuantely such suggestions follow essentially a trait factor approach to guidance and tend to overlook the complex nature of human development and the various values, attitudes and pressures which surround career decision making. We are now at a point in time in our professional

history when we have the knowledge and technology to develop and implement developmental guidance programs. We must not respond to the challenges which face us with guidance programs of the 20's and 30's.

The new focus which I am suggesting for guidance has deep historical roots. It has an evolutionary history which must be understood and appreciated. The first section of the paper will examine selected antecedents of guidance while the second section will discuss guidance for today and tomorrow.

The Past

Credit for the first modern formulation usually is given to Frank Parsons. Most guidance historians single him out for this honor, although they recognize that other individuals made substantial contributions. In Parson's book Choosing a Vocation, we have a clear statement of his formulation

> In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their courses; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; (3) true reasoning on the relation of these two groups of facts (Parsons, 1909).

The focus of guidance in those early years was on occupational choice. The anticipated outcome of Parson's approach was that an individual would choose an occupation best suited to him. Guidance workers who followed Parsons echoed and expanded on this same theme.

At the same time that Parsons and others were practicing their approaches, a number of other events were taking place--events which had considerable impact on the practice of guidance. Substantial progress was made in psychometrics and in analyzing and understanding occupational and industrial structures. Progress in these areas did much to support and strengthen these early guidance practices.

During the 1940's and 50's research evidence began to accumulate which pointed to the inadequacies and limitations of Parson's formulation or what we now call the trait-and-factor approach to guidance. As such evidence began to accumulate, disillusionment with the trait-and-factor approach to guidance occurred. It became obvious that many of the assumptions on which the traditional approach were based were not valid and that new understandings were necessary. Katz (1963) identified many of these problems and suggested an appropriate role for trait-and-factor methodology.

In the late 1940's and early 1950's, events occurred which began to change our way of viewing guidance. Space does not permit a comprehensive

review of the events which brought us to today nor does it permit a description of the contributions of many writers and researchers who have contributed greatly to our knowledge. It is important, however, to summarize in broad brush strokes, the substantial changes which have taken place in the theory and research underlying guidance over the past seventy years.

1. The-single-occupational-choice focus of the early practitioners of guidance has given way to a more comprehensive view of the individual and his total development over the life span. The trait-and-factor approach to guidance has been placed in perspective. Now it is understood as providing important data which is used in making decisions.

2. The specific age focus of traditional guidance--the notion that an occupational choice is made once and for all during middle or late adolescence--is not valid. Now we understand that choices are made over the life time.

3. Educational personnel at all levels (kindergarten-adult) have a part to play in developmental guidance programs. No longer can we restrict our activities to the ninth grade and when these activities are completed say our responsibilities are over. Elementary, secondary, post secondary and higher education personnel must understand that effective programs of guidance begin in the elementary school and continue through the adult years. When viewed in this manner guidance is in the mainstream of education and is not simply a collection of ancillary services.

4. People at work are no longer seen only as objects through which occupations are analyzed and classified. Rather, we now understand that a work setting can be used as a medium to help people better understand themselves.

5. Guidance, once understood as a simple process of matching people to jobs is now understood in the context of the complex process of total human development. We realize that in the past we have underestimated the resources needed to effectively develop and manage programs of guidance. We now realize it must be treated as a major educational goal; that it is equal and complimentary with the instructional program of the school.

An Emerging Concept

As we look back at the antecedents of guidance, we now understand that the occupational choice concern of the early practitioners must be placed in the context of total human development. While occupational choice is important and attention must be focused upon it, it cannot be viewed as something separate from the other settings, roles and events of a person's total life. In fact, if it is viewed from this broader

perspective, the process of occupational choice is better understood and facilitated.

Current research and writings reveal that the single-occupational-choices-at-a-point-in-time focus has been assimilated by a broader emphasis which focuses on choices made over the life span. Emphasis is being given to self development in relationship to occupational choice as well as to the many other types of choices in an individual's life. All dimensions of life are focused upon, not as separate entities, but as interrelated parts of the whole person.

> The concept of career encompasses a variety of possible patterns of personal choice related to each individual's total life style. The content of Comprehensive Guidance System programs assists youth to set life or "career" goals in these areas:
>
> 1. occupations
> 2. education
> 3. personal and social behavior
> 4. learning-how-to-learn
> 5. social responsibility (i.e. citizenship)
> 6. leisure time activities
>
> The broad definition of "career" leads to a concept of career education which encompasses all areas of youth development. This orientation allows and encourages the fulfillment of a broad range of youth needs; it is contrasted to conventional systems in which priority attention is directed only toward preparing youth for their future educational and vocational experiences, therefore reflecting a limited and fragmented view of youth development (Jones, Hamilton et.al., 1972).

To represent this broad, encompassing view, Gysbers and Moore (1972) used the term life career development. The word life indicates a focus on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. Life career development is defined as self development over the life span through the integration of the roles, settings and events of a person's total life.

Guidance Program Development

Life career development concepts offer a new point of departure for improving and extending comprehensive, developmental guidance programs. The traditional and currently popular formulation of guidance--guidance consists of three aspects, educational, personal-social and vocational--has resulted in fragmented and event oriented guidance activities, and, in some instances, the development of separate kinds of programs and counselors. Educational guidance is stressed by academic/college personnel, personal-social guidance becomes the focus and therefore, the territory of mental health workers and vocational guidance becomes the arena of manpower/labor economists. The developmental perspective does not deemphasize the importance of working with specific educational and occupational concerns at specific points during an individual's life. Nor is it less responsibe to the personal-social crisis needs of individuals. Instead, the developmental perspective places these concerns and crises in the context of total human development so that they can be better understood. In addition, this point of view recognizes that there are guidance related knowledge, understandings and skills which all individuals need as they grow and develop.

Life career development concepts can serve as the body of knowledge from which guidance programs goals and objectives can be derived. An analysis of these concepts suggests that three areas of needed knowledge, understandings and skills seem appropriate to serve as a basis for guidance goals and objectives: self knowledge and interpersonal skills, career planning knowledge and skills and knowledge of the work and leisure worlds. Each of these areas can be subdivided into elements. Figures 1, 2, and 3 provide an illustrative list of possible key elements in each of the areas. Each listing begins at the perceptual level of learning and ends at the personalization level.

Figure 1

Self Knowledge and Interpersonal Skills

- Self Awareness
  - Personal Characteristics
- Social Awareness
  - Characteristics of Others
  - Social Structures
  - Environmental Characteristics
- Self Appraisal
  - Self Development
- Self-Environment Relationships
  - Environmental Influences
- Self Exploration
  - Implementing Self Development
  - Risk Taking Behavior
- Self Acceptance
  - Sense of Competency
  - Self-Fulfillment
- Self Direction
  - Life Style Preference
  - Commitment
  - Social Effectiveness

Figure 2

Career Planning Knowledge and Skills

- Awareness of Elements of Decision-Making
  - Steps in the Process
  - Needed Information
  - Sources of Information
- Function of Values
  - Personal Values
  - Values of Others
- Learning How to Learn
  - How to Obtain Information
  - Classification of Information
  - Synthesis
  - Analysis
- Knowledge of Time Space Dimension
  - Self in Future
- Awareness of Resources
- Responsibility for Own Life Career Planning
- Risk Taking
- Effective Management of Resources

Figure 3

Knowledge of Work and Leisure Worlds

Knowledge of Work World
- Occupations
- Industries
- Labor Market Trends
- Technological Change
- Meanings of Work -
  - Sociological, Economic, and Psychological

Knowledge of Leisure World
- Sociological, Economic, and Psychological
- Dimensions of Leisure
- Leisure Activities
- Values and Meanings of Leisure

Analysis for Work-Leisure Relationships

Occupational Identity

Personal Values of Work and Leisure

From lists such as these, guidance goals can be derived. Examples of several broad goals from each of these areas are:

Self

1. For the individual to be responsible for implementing his goals.
2. For the individual to be able to communicate openly with others.

Career Planning

1. For the individual to be competent in decision making skills.
2. For the individual to understand the relationship between present planning and future outcomes.

Work and Leisure

1. For the individual to understand the relationship between occupations and life styles.
2. For the individual to understand the function of leisure time in his life.

Since goals are only directional in nature and cannot be evaluated directly further specification is needed. A number of performance objectives must be developed for each goal and activities selected which will assure reasonable achievement of the performance objectives.

Guidance Program Responsibilities

Once goals, objectives and activities have been stated, the next step is to organize them in a developmental sequence and assign staff responsibilities. Although all educational personnel have guidance responsibilities, school counselors should be assigned the responsibility of coordinating the total guidance program as well for specific guidance functions as they work directly with students Guidance responsibilities can be assigned on the basis of the types of contacts one has with students--direct contacts, contacts shared with others, or indirect contacts. To illustrate this procedure, Table 1 presents several examples of guidance activities assigned to school counselors and teachers on a direct, shared and indirect basis. (The following illustrations were adopted from an article by Gysbers and Moore which appeared in the March 1972 issue of the American Vocational Journal.)

Table 1

Guidance Responsibility Assignment: Some Examples

	Counselors	Teachers
Indirect	In-service education programs	Parent-teacher conferences
	Organize occupation of month program	Develop materials for occupation of month program
Shared	Team teaching occupational units	Team teaching occupational units
	Joint employer-counselor planning	Joint teacher-parent-student planning
Direct	Small group career exploration groups	Conducts occupation of month program
	Individual conseling	Student organization advisement

Based on this model, the assignment of guidance responsibilities of any educational specialty can be detailed. Table 2 provides a brief example of how this procedure can be used to organize and specify the school counselor's direct and indirect roles in the total guidance program.

Table 2

Guidance Contacts: School Counselors

	Student Objectives	Student Outcomes	Direct Counselor Functions
Elementary School	For individuals to develop an awareness of their own characteristics.	Given a picture of himself, a child will be able to describe aloud his appearance using accurate descriptions.	Counselor conducts weekly group activities using puppets, stories, pictures, audio recordings, self-drawings and snap shots.
Junior High School	For individuals to understand their capabilities in educational areas.	Given a list of subject areas, the student will rank the areas according to his relative strengths.	Counselor holds individual sessions with assigned students to consider past achievements and current abilities.
Senior High School	For individuals to develop an awareness of personal characteristics and behaviors that are viewed as desirable for employment.	Placed in a simulated job situation, students will be rated as employable.	Counselor holds group counseling and role playing sessions regarding elements of employability.
Elementary School	For individuals to differentiate job responsibilities in occupational clusters.	Given specific jobs in an occupational cluster, students will be able to name a unique aspect and a similar aspect of the worker's responsibilities.	Counselor will consult the teacher regarding media and arrange for a field trip for students to observe occupational cluster models
Junior High School	For individuals to understand the importance of effective communication skills in occupational settings.	Students will describe in a written essay the daily work situations wherein precise and accurate communication is necessary.	Counselor conducts an inservice program for teachers (e.g. English) on relating subject matter to relevant work world situations; also consults with them individually.
Senior High School	For individuals to possess the ability to identify alternatives in career planning.	Students will rank alternative careers for which personal characteristics and training requirements are sufficiently similar to the preferred career to serve as alternative plans.	Counselor constructs system and develops programs for an interactive computer based self-directed guidance system.

Guidance programs, based on person oriented goals and objectives derived from life career development concepts, can give us a new professional focus. More important, however, guidance programs based on life career development concepts provide a unified approach to meeting the guidance needs of all people, of all ages, at all educational levels.

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LOCAL CAREER EDUCATION PROGRAMS

CARROLL COUNTY CAREER EDUCATION PROJECT

Ms. Glenda Dalton
Project Director

The Carroll County Career Development "Model" Project began in July, 1972, under a grant through Title III ESEA. The guidance-based Project was written in performance and process objectives with the purpose of preparing a comprehensive Career Development Program for Carroll County.

Four elementary counselors work in grades K-6 to help teachers integrate career development concepts including awareness of self, of parental occupations, of community workers, and of the work ethic inherent in the American free enterprise system. The career counselors' duties include personal counseling, coordinating career trips and career tasks, and serving as change agents to help teachers with innovations in methodology and materials.

The intermediate coordinator works closely with the school counselors and teachers at each intermediate school to provide occupational information, local employment trends and opportunities, and exploration of the 15 career clusters.

The project guidance coordinator has led in the development, field-testing, and revision of inventories of knowledge of work, job awareness, work values and student aspirations. Data, collected systematically in pre- and post- inventories, will be the criteria for the internal evaluation of project objectives.

At Carroll County High School, the county's comprehensive secondary school, the project staff has worked closely with the administration, school counselors, and teachers to provide occupational, educational and personal information to the students. The Student Career Development Information Center was established with students serving as counselor assistants who had daily responsibilities for providing occupational information to the total school including adults in the evening vocational and continuing education programs. The center is unique in letting the counselor assistants assume the major responsibility for creating a center which appeals to students, and for carrying on an information program. The colorful, exciting atmosphere invites students to explore a multitude of materials.

Community involvement has been extensive with good cooperation with businesses, industries, and governmental agencies. Each school has a file of resource persons including many parents who bring the resources of information and tools of their occupations to student in county classrooms. Career trips for students are integral parts of the instructional

program. The experiences of observation of persons in work situations help students better understand work values and attitudes essential for economic independence and a meaningful life style.

Two resource teachers, one in industrial arts the other in home economics, have proven invaluable in developing career tasks related to basic subject areas and for providing the skill training for teachers to carry on career tasks in classrooms.

A variety of inservice activities have proved successful. One such activity was Career Week in which teachers were released for three half-day intensive workshops. The teachers assisted by staff members planned career tasks for the final two days which were involved with students and teachers in each classroom. Displays of student products made in assembly line production; group and individual crafts; personal profiles of interests and occupations and career information boards were arranged for a Career Fair. Parents visited classrooms during an open house. The news media gave extensive coverage of Career Week.

Two para-professionals who had received training in the exemplary teacher aide program in Carroll County have created a valuable role for para-professionals in such programs. They provide supportive services through career information displays; assist in career tasks and career trips; and compile data gained from the various inventories.

A well-trained secretary-bookkeeper maintains an effective and efficient flow of materials and personnel.

The Administration and supervision of the total project is the duty of the project director who serves as the liasion person under the leadership of the school division administration.

The project staff has established excellent rapport with the regular school personnel. The direction is to work with teachers and principals to develop programs that meet student needs as assessed by each school.

As part of its continued program of inservice education, the Carroll County Career Development Project working closely with V.P.I. & S.U. will hold a four-week career tasks internship from June 18 to July 13, 1973, involving 90 students in grades 4-9. The staff will consist of 36 to 42 county teachers and administrators giving a ratio of 2 1/2 students per instructor.

The approach will be activity-centered and a variety of media including films, video-tapes, records, recordings, filmstrips, charts, and pictures will be used to provide a multi-sensory experience for students.

Individual and group career tasks for hands-on experiences will be developed. Basic skills will be enhanced by their use in each day's activities. Particular emphasis on the attitudes needed for meaningful social involvement and a more satisfying life will help these students achieve realistic self-concepts.

Career trips and resource people from the community will bring to students what people do on their jobs, how they feel about what they do, and educational specialized training needed for such jobs. By using the community resources, the schools will expand horizons and develop programs relating to student interest and aspirations.

The student-centered small group instruction will revolve around the communication skills of basic subjects--language arts, mathematics, social studies, science, and physical and health education. An outgrowth of such activities will be Career Tasks Learning Resource Packets for use in classrooms throughout the school division.

PETERSBURG CAREER EDUCATION PROJECT

Ms. Ellen Poole
Project Coordinator

Description of Program:

I. Administrative Structure

Under the supervision of the State Director of Vocational Education, the Trade and Industrial Education Service will be responsible for ongoing administration of the project. At the project site, the project activities will be conducted under the supervision of the Superintendent of the Petersburg Public Schools. This project is administered through the school district office of vocational education. The program coordinator has overall responsibility and reports to the Supervisor of Industrial Arts and Vocational Education. The program coordinator will coordinate and supervise all aspects of the project, working with the State Supervisor of Elementary Education; Director of Division of Secondary Education; Supervisor of Special Education and Supervisor of Guidance and Testing Services. The program coordinator will direct and manage the daily operations of the project. The principal staff members who will be implementing the project will be:

1) Program Coordinator
2) Program Counselors (2) and
3) Placement Officer

The project includes in-service training and curriculum workshops for teachers and administrators involved in the project.

II. Program Components

A. Career Development, Grades 1-6

The program at the elementary level calls for the integration of activity centered experiences into the existing curriculum. These activities provide meaningful experiences which aid in the development of positive self concepts, appreciation of all vocations, understanding of workers, positive attitudes toward work and the concept that all work has dignity. At the elementary level, there is neither intent nor desire to channel students into any occupational decision; rather, to build a base of experience and exposure upon which the student can most effectively make decisions relating to his next step in the life-education continuum.

B. Career Development, Grades 7-8

This phase of the program provides for broad based occupational exploration including classroom activities, simulated work experiences, and field experiences, in a variety of occupational areas. It is designed to assist seventh and eighth grade students, through an inter-disciplinary approach, develop a more realistic plan for their own careers. The activities will provide for further development of self concept, self appraisal of abilities, interests and aptitudes; understanding of education avenues; appreciation of economic and social values of work and an awareness of the decision-making process. Many of the activities will provide an opportunity for the students to visit the business community and observe workers on the job at all levels, including semi-skilled, skilled, technical and professional occupations. Students will interview workers to learn their respective feelings about their occupation, the educational requirements, work settings, benefits, work hours, and job characteristics relative to self-characteristics.

C. Career Guidance and Counseling

The major responsibilities of the Program Counselor are:

1. to assist the Career Awareness Coordinator in developing the overall program of career education.

2. to provide some services and counseling for students in the elementary schools within the project site.

3. to assist the elementary and social studies teachers in implementing the career education program.

4. to serve as resource people to the regular teachers.

D. Placement

As an extension to the guidance and counseling component, a placement service will be established in the senior high school. The placement officer will work in cooperation with the guidance counselors, the cooperative education coordinators, the vocational teachers, and the employment security agency.

Some of the major responsibilities of the Placement officer will be:

1. to identify potential employers for students who wish to work part-time while continuing in school, for students who may drop out of school and work full-time, and for students graduating from the 12th grade.

2. to establish and maintain a current file of part-time and full-time job opportunities.

3. to make extensive efforts to insure that the highest possible percentage of students graduating from the 12th grade are placed, either in a job or in further education.

4. to eventually provide assistance to senior high school students desiring summer work during the vacation period.

Unique Features

A. Emphasis on individualized instruction

B. Inter-disciplinary approach

C. Multi-media approach

D. Career development on elementary level would be totally integrated into all subject matter areas.

E. Subject matter would be more meaningful and relevant because it would be unified and focused around a career theme.

F. Career Awareness Program will provide opportunity for <u>all</u> students to engage in activities which will foster success and improve self concepts.

RADFORD CAREER EDUCATION PROJECT

Mr. Neal C. Dunn
Project Coordinator

THE PROGRAM

The Radford City School System was funded by the U. S. Office of Education to conduct a research and development program in career education. The funds were provided through Part C of the 1968 Vocational Education Amendments. The project began in March of 1972.

The objectives of the project are:

- To develop a comprehensive career education program for kindergarten through the seventh grade.
- To develop a teacher preparation program for career education.
- To improve curriculum materials and to develop new curriculum materials.
- To develop a career education resource center.
- To develop an elementary career guidance program.
- To develop and disseminate materials and techniques to other school systems.
- To eventually expand the program to form a continuum of career education from kindergarten through the twelfth grade and beyond.
- To develop evaluative techniques for career education.

The initial project is being implemented at one elementary school including all teachers and all students in that school. Three levels of special education are also included in the project.

The project is to expand during the 1973-74 school year to include all elementary schools and the eighth and ninth grades at the junior-senior high school.

TEACHER PREPARATION

The key to successful implementation of career education is teacher preparation. Several paid workshops have been conducted for teachers involved in this project. In one four-week workshop teachers developed 45 elementary instructional units to be used in conjunction with the existing curriculum. Another one-week workshop consisted of teachers being placed in work situations throughout the community. Teachers and people in the community considered this workshop to be extremely beneficial. A variety of other shorter workshops have also been used to successfully prepare teachers to incorporate career education into every facet of child's learning experiences.

ELEMENTARY CAREER GUIDANCE

An essential component of career education is the individual self-development of each child. The elementary career guidance program has been established as an important part of our project. The elementary career guidance counselor does the following things:

- Counsels with children with personal problems.
- Counsels with small groups of students with common problems.
- Provides career guidance and leadership for children, teachers, and parents.
- Provides additional resources for teachers concerning career information and student self-development.

STUDENT, PARENT, TEACHER, AND COMMUNITY INVOLVEMENT

Career education is about people and people must be involved to make it realistic and successful. Obstacles which have separated parents and the community from education have to be overcome and career education is an excellent tool with which to do this.

STUDENT INVOLVEMENT

Career education does not allow students to remain passive recipients in the classroom. Students must be actively involved in the learning process. A few of the ways students can become involved are:

- Role-playing various occupations.
- Interviewing working people.
- Sensory experiences. (Hearing, seeing, smelling, tasting, touching)
- Actual hands-on activities.
- Field trips.
- Resource people visiting class.
- Individual projects.

PARENT INVOLVEMENT

For career education to become effective, parents must become involved. Values and attitudes that are emphasized at school must be reinforced at home. A few of the ways parents can become involved are:

- To visit the classroom as a resource person.
- To allow to be interviewed by students
- To accompany class on field trips.
- To become involved in P.T.A. or other parent groups.
- To be interested and enthusiastic about school work when the child is at home.

TEACHER INVOLVEMENT

Career education requires teachers who are enthusiastic, knowledgeable, committed, and involved. The rewards for the effective career education teacher are:

- Better student attendance.
- Fewer student discipline problems.
- More student interest in school.
- Higher student achievement in all areas.

The teacher can also insure that students, parents, and the community are involved in education.

COMMUNITY INVOLVEMENT

The community plays an essential role in career education. Children cannot relate to people and work totally within the confines of the school. The community can facilitate this program by:

- Welcoming field trips to various businesses and industries.
- Providing resource people.
- Providing interviews for students.
- Participating in advisory groups.
- Continuing public relations programs.

RESOURCE CENTER

A Career Education Center has been developed in an annex to the existing library. This Center contains:

- Books related to career education for children.
- Audio-visuals related to career education for children.
- Other resources related to career education for children.
- Resource material related to career education for teachers.
- Individual and small group activity stations.

EVALUATION

This program is being evaluated by a third party evaluation team. This team is composed of three people who have contracted for the entire evaluation.

THE FUTURE

The program has been awarded another contract through the U. S. Office of Education to expand and refine the existing program. This new project will encompass the total school system, grades K-12. The dates for the new program are from July 1, 1973 - December 31, 1974.

CAREER EDUCATION IN ROANOKE COUNTY

Mr. Gary Kelly
Project Coordinator

The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should involve preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work. However, as the former Commissioner of Education, Commissioner Marland, stated: "Career Education cannot be defined solely in Washington. Revolution doesn't happen because government suggests it . . . if Career Education is to be the revolutionary instrument that the time demands it will be defined in hard and urgent debate across the land by teachers laymen, students, legislators, and administrators . . ."

Using the "local approach" to career education, Roanoke County is in the process of establishing a developmental program for Career Education in grades K through 12.

There are two basic components within the program. First, there is the curricular component consisting of information and activities concerning career awareness of career clusters related directly to the curriculum. For these activities the social studies curriculum was chosen initially; however, plans have been made to expand curricular related activities to all subject matter areas.

The second major component consists of a series of decision-making activities via of local guidance services. These activities are carried out in group guidance situations and consist of identifying and creating alternatives, evaluation of information, the student's value system, and the identification of critical decision points.

The basic premise of the comprehensive program is to merge the informational aspects of the curricular career education program with the decision-making processes via the guidance program, thus enabling the student to utilize valid information in making realistic choices concerning his future.

The basic steps utilized in building the components currently in use were:

1. Expression of need for program and decision for commitment to the Career Education concept

2. Orientation of central staff and administration concerning basic career education concepts

3. Organization of staff for support

4. Conceptualization of procedure

5. Inservice components:

   a. Summer workshop for social studies teachers and counselors in six pilot schools (grades 4-9)

   b. One-day workshop for systemwide teaching staff-orientation to career education concepts

   c. Seminar (10 meetings) on decision-making concepts for all counselors in school division

   d. A second workshop for social studies teachers and counselors to include all schools not represented in the original workshop (grades K-9)

6. Implementation components:

   a. Use of teaching and learning guides in pilot schools

   b. Utilization of decision-making materials in pilot schools

7. Ongoing evaluation and revision of curriculum materials by current workshop personnel and by personnel using the materials on a day-to-day basis

8. Continuous public relations program relative to the Career Education concept

We do not believe this is the only approach to the implementation of a career education program. We do believe this is a valid one because it by-passes a major pitfall of many programs which have not lived up to expectations. This is the pitfall of a lack of involvement. Many curriculum materials have been placed on the shelf by teachers, because they have had no involvement in their development and, therefore, have little motivation for implementation. We feel the key to a successful career education program is involvement beginning with a core of interested, energetic teachers and widening out each year until most of the teachers in the system become involved. This, we hope in years to come, will be the comprehensive career education program for Roanoke County.

WISE COUNTY CAREER EDUCATION PROJECT

Dr. John Holmes
Education Director

The Wise County Staff Development Project began in the Fall of 1972 when the U. S. Office of Education searched for a cluster of schools in which to initiate a teacher training program. The three schools so identified were the Appalachia Elementary School, Big Stone Gap Elementary School and the East Stone Gap Elementary School. These schools are situated in a four-mile radius and are relatively homogenius in the socio-economic makeup. As a result of a needs assessment conducted in the three communities, Career Awareness was seen to be the main concern of the program.

The philosophy of this program was to bring about a working relationship between school and community. This working togetherness has been effectively implemented through the Career Awareness aspect of the program. Of prime concern is the creation of an awareness of the world-of-work using the present curriculum as the vehicle. Although Career Awareness is the major focus of the program, current and up-to-date teaching methods; humaneness and a positive approach in the classroom; more effective teaching-of-reading skills; the handling of discipline problems; less textbook-centered, teacher-dominated, total-group-oriented instruction are of importance and concern also.

Career Awareness is brought about through a number of methods. All teachers have devised a number of teaching units centered around a particular career or occupation, i.e. banking, transportation, medical, post office, communication, etc. Basic-skills objectives are listed for the various academic disciplines (language arts, science, social studies, math, health, physical education, music, and art) to be covered in the teaching of these units. The second part of each unit consists of a list of suggested questions, suggested activities and suggested resources to be used in realizing these objectives. This is referred to as "subject matter tie-in" or "fusing". The use of community resource people to come into the classroom to speak on particular areas of interest is encouraged. Taking the students out into the local and nearby geographical communities to view actual work situations has proven to be a worthwhile learning experience for students to see and hear about necessary skills utilized in various occupations. They not only get a chance to see in action how academic subjects are used in the world-of-work, but also inquire of workers about personal feelings a worker has toward the work he does, how his work affects his family, how he views himself as a member of our productive society, etc. Work is a reflection of each person's life style and what better way to learn this then from the workers themselves. The actual construction of projects within the classroom such as post office jeeps, armored cars, school buses, trains, service stations, etc.

made out of cardboard refrigerator and washer and dryer boxes allows students to exercise their creative talents. Also, this allows students to act in a supervisory capacity while overseeing the construction of a particular project. Finally, by allowing students to take the roles of certain workers, i.e., post office workers, bank personnel, etc., they can simulate conditions through a drama-type situation and "play at" certain occupations. Some traditionalists have labeled this "happy game time" and cannot accept the fact that learning can, and indeed does, occur very effectively in an experiential-type situation. What is more, this type of learning has been proven to be of a longer lasting duration than the teacher-lecture-recite method. It takes time and hard work, but we have found it to be both educational and rewarding for our students!

The Teacher-Participant Training Program

Virginia Polytechnic Institute was contracted to furnish the necessary teaching personnel and training program which would allow the Wise County Urban/Rural School Development Program to realize their goals. Two resident professors live in the Big Stone Gap area for the purpose of providing such training. Further, by living on site, these resident professors can be on call at any time any of the teacher-participants need them. They work constantly with these teachers by reinforcing, by observing the teachers in the classrooms and by meeting with them periodically to discuss questions and problems relative to implementing the goals of the program. Suggestions, constructive criticism, and demonstration teaching methods are provided by these resident professors. Further, VPI & SU has agreed to award a Master of Arts Degree in Education to these teacher-participants at the end of their two-year (two summers and two full school years) training program. The teacher-participants are enrolled in a nine-week workshop each summer where they earn twelve quarter-hour credits for the four courses taken, and attend classes one night a week during the entire school year to earn twelve more credits. Hence, at the end of the two-year training program, they have earned the required graduate hours to graduate with a M. A. Degree. No textbooks are used in their training! Information of the useful, practical type is given and discussed, not only by the two resident professors, but by other VPI & SU staff and other resource persons who speak on such topics as elementary school science, math, social studies, learning disabilities, penmanship, guidance, etc. Evaluation is based on the amount of implementation each teacher-participant does in his own classroom as a result of the materials, ideas, and suggestions gleaned in their training program. Also, because this is a Career Awareness project, each teacher is required to teach at least one Career Awareness unit each quarter using the various methods described in an earlier section of this paper.

Governance of the Urban/Rural School Development Program

The total program is administered by a School Community Council which is made up of twelve community members and nine teacher-participants. There is equal representation from each of the three communities and the three schools of the project. This council meets bi-monthly for the purpose of continual evaluation and for ruling on matters of importance. The Wise County School Board acts as the fiscal agent for this program. A Project Director was appointed at the outset of the program and his function is to act as liaison between the School Community Council, program participants, and the Wise County School Board. Also, he is acutely attuned to the needs of the teacher-participants and works closely with the two resident professors in order to assure that these needs are being met. The following is a breakdown of participants from each of the three schools by grade level or specialty area:

School:	Grade Level:										
	1	2	3	4	5	6	7	P.E.	Spec.Ed.	Library	Principal
Appalachia	1	1	1		1	2	2				1
Big Stone Gap	1	1		2	1		1	1		1	
East Stone Gap	1	1		1	2	1		1	1		1

This year, being the pilot year, the School Community Council determined that approximately one teacher from each grade from each school would be allowed to enroll in the program. Starting with the second summer training program (June, 1973) any staff member from the three schools is eligible to enroll. Applications have already been made and filed with the VPI & SU Graduate School and as of April 30, 1973, over two-thirds of the staff from Appalacia, Big Stone Gap, and East Stone Gap Elementary Schools will participate in the Wise County Urban/Rural School Development Program.

Should you desire further information or if you would like to visit our site in beautiful Southwest Virginia, please contact:

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APPENDICES

APPENDIX A

THE COLLEGE OF EDUCATION

OF

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

IN COOPERATION WITH

THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

PRESENTS

NEW DIMENSIONS IN CAREER EDUCATION

A CONFERENCE FOR

COUNSELORS, TEACHERS & ADMINISTRATORS

PUBLIC SCHOOLS & COMMUNITY COLLEGES

MAY 11 & 12, 1973

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION

BLACKSBURG, VIRGINIA

CONFERENCE PROGRAM

FRIDAY, MAY 11, 1973

9:30 - 10:30	REGISTRATION
10:30 - 11:00	WELCOME Dr. Karl Hereford, Dean College of Education V.P.I. & S.U.
	CONFERENCE OVERVIEW Dr. Dewey Adams, Director Division of Vocational & Technical Education V.P.I. & S.U.
11:00 - 12:00	CRITICAL ISSUES IN CAREER EDUCATION Dr. Norman Gysbers, President National Vocational Guidance Association
12:00 - 12:15	RESPONSE TO DR. GYSBERS Dr. Rufus Beamer, Executive Director State Advisory Council for Vocational Education
12:15 - 2:00	LUNCH
2:00 - 3:00	THE RATIONALE FOR CAREER EDUCATION Dr. Byrl Shoemaker, Director Ohio Division of Vocational Education
3:00 - 3:15	RESPONSE TO DR. SHOEMAKER Mr. Clarence Kent, State Supervisor Guidance and Testing
3:15 - 3:45	BREAK
3:45 - 4:45	SMALL DISCUSSION GROUPS

Room	Discussion Leaders
A -	Dr. Dewey Adams, Director Division of Vocational and Technical Education V.P.I. & S.U. Mr. Donald Ayers, Assistant State Supervisor Guidance and Testing

Room	Discussion Leaders
D -	Dr. Dean Hummel, Professor V.P.I. & S.U.
	Mr. Clarence Kent, State Supervisor Guidance and Testing
E -	Dr. Carl McDAniels, Professor V.P.I. & S.U.
	Dr. Rufus Beamer, Executive Director State Advisory Council for Vocational Education
F -	Dr. David Hutchins, Assistant Professor V.P.I. & S.U.
	Dr. Richard Lynch, Assistant Professor V.P.I. & S.U.
G -	Dr. Douglas Patterson, Assistant Professor V.P.I. & S.U.

6:00 BUFFET DINNER
Dr. Carl McDaniels - TOASTMASTER

Dr. Dean Hummel - WORK AND THE CHANGING ATTITUDES OF STUDENTS AND PARENTS

SATURDAY, MAY 12, 1973

9:00 - 9:15 SUMMARY OF DISCUSSION GROUPS
Dr. Tom Hohenshil, Assistant Professor
V.P.I. & S.U.

9:15 - 10:15 NEW DIMENSIONS OF THE COUNSELOR'S ROLE IN CAREER EDUCATION
Dr. Norman Gysbers, President
National Vocational Guidance Association

10:30 - 11:00 LOCAL CAREER EDUCATION PROGRAMS
Carroll County Career Education Program - (Room A)
Mrs. Glenda Dalton
Petersburg Career Education Program - (Room G)
Mrs. Ellen Poole
Radford Career Education Program - (Room E)
Mr. Neal Dunn
Roanoke County Career Education Program - (Room F)
Mr. Gary Kelly
Wise County Career Education Program - (Room D)
Dr. John Holmes

11:15 - 11:45 REPEAT OF LOCAL CAREER EDUCATION PROGRAMS

12:00 ADJOURN

APPENDIX B

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